

Course outline

Course Details

Lawrence Park C.I.



TDSB

Teachers: Tomlinson, Tim; Bigelow, Caroline; Vlachos, Stéphane

Faculty: Languages

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Textbooks:
Various texts and genres will be studied.
These will be determined based on student needs and interests including: articles, songs, poems, novels, plays.

Date revised: August 2014

Course Name:
grade 10 French Immersion

Course Code: FIF 2D5

Prerequisite Code: FIF 1D5

Credit Value: 1

Essential Resource Materials:
Students should have a good French/English dictionary and a verb chart (ie, Clé or Bescherelle) at home.

Overall Goals

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, newspapers, magazines.

Overall Expectations:

By the end of this course students will:

- listen and respond to a broad range of spoken texts and media works intended for a French-speaking audience;
- explain ideas, opinions in small-group discussions, impromptu exchanges, large-group presentations, formal debates;
- understand extended dialogues and other spoken texts from various European French speaking regions;
- use appropriate language conventions during oral communication activities.
- read and demonstrate an understanding of a variety of materials intended for a French speaking audience;
- interpret authentic texts written on diverse topics;
- read literary works and other authentic texts to acquire an understanding of the cultures of French-speaking people in Europe;
- identify and understand language conventions used in their reading materials.
- write clearly, coherently, and persuasively on diverse topics, choosing a form appropriate to the context;
- write in a variety of forms, adjusting their style and register to suit the purpose and the audience;
- identify and use appropriate language conventions in their written work.

Communication

In addition to class time, students can receive additional assistance from:

- Subject teachers before/after school, during lunch hour or by appointment;
- French Homework Club – every Wednesday before school, at lunch and after school in room 223
- FIFI - Find It Finish It from 8:35 – 9:35am on three end of term days: October 22, January 21, March 25

Strands of Learning

The curriculum expectations for all FSL programs are organized into strands that correspond to the main areas of language use: Oral communication (Listening and Speaking), and Written Communication (Reading and Writing). Curriculum expectations are also outlined in the Ministry documents, *"The Ontario Curriculum Grades 9 and 10;*

French as a Second Language- Core, Extended and Immersion French (2000)"

Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

#	Culminating Tasks	Achievement Chart Focus	Timelines
1	<u>Review of pronoms conjoints, verb tenses: présent, impératif, futur proche, futur simple, passé récent, passé composé, imparfait, plus-que-parfait</u> -formative assessments ; summative written test -récit task using all 3 past tenses	Knowledge & Understanding (K/U) Thinking (T); Communication (C) Application (A)	Sept.
2	<u>Short readings on francophone Europe</u> (ex. newspaper) -formative assessments; summative reading test	K/U, T, C, A	Sept.
3	<u>Teaching of pronouns</u> - <i>pronoms disjoints; relatifs; démonstratifs; possessifs; tout/toute/tous/toutes: adjectif, pronom, et adverbe</i> -formative assessments;- summative written tests	K/U, T, C, A	Oct.
4	<u>Music and poetry of French-speaking Europe</u> -formative assessments ; - listening quizzes; reading tests; summative oral presentation (pairs) with powerpoint/(written evaluation)	K/U, T, C, A	Oct
5	<u>Theatre and film study: Topaze-</u> M. Pagnol -formative assessments - summative reading/ test; dramatization in pairs; summative short essay	K/U, T, C, A	Nov.-Dec.
6	<u>Teaching of verb moods</u> - <i>conditionnel passé ; phrases conditionnelles avec si</i> - formative assessments; summative written test; presentation of hypothetical situation - <i>le participe présent et le gérondif</i> -formative assessments; summative written test - <i>le subjonctif après les expressions de doute, de sentiment, de nécessité, de volonté, d'opinion</i>	K/U, T, C, A	Jan.- March.
7	<u>Independant reading project</u> -summative report of fiction/non-fiction book from the library read independently both in class and at home	K/U, T, C, A	Jan.- March.
8	<u>Brief study of play «La fille d'argile» - M. Ouellette</u> -preparation for production by Théâtre de la Catapulte		Late March
9	<u>Novel and film study: La vie devant soi – R. Gary</u> -formative assessments; reading and listening/tests	K/U, T, C, A	April-May

Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

All students must take part in the culminating activities for each course at every grade level of study

Summative Tasks	Achievement Chart Focus	Weighting
Oral presentation on <u>La vie devant soi</u>	K/U, T, C, A	10%
Written exam (grammar, writing; reading - <u>La vie devant soi</u>)	. K/U, T, C, A	20%